**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 10 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers? How do I read and comprehend for the purpose of finding specific, relevant information to solve addition and subtraction problems?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **100 boards**  **Menus**  **Play money** | | | **Addends, sum, difference, regrouping, round, estimate** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3NBT1 Use place value understanding to round whole numbers to the nearest 10 or 100. Use strategies to solve addition and subtraction problems.** | | | | | |
| **I Can Statement(s): I can add and subtract numbers with regrouping up to 3 digits. I can round a number to the nearest 100.** | | | | | |
| **Activating Strategy/Hook:**  Give each student a 5 dollar (play money) bill. You can buy jacks for $1 and rubber balls for $5. How many jacks can you buy? How many balls can you buy? How many jacks and balls can you buy? Will everyone have the same answer? Will you have any money left over? | | | | | |
| **Teacher Directed:**  The teacher will begin the lesson by giving each student ten dollars in play money and an authentic menu. Tell them they will use the menu to order (imaginary) lunch. Students must order at least one entrée and one drink (water with lemon for free is an option) and anything else (dessert) they want. They should have less than one dollar left after ordering. The teacher will work through one possible lunch choice with the class. The teacher will discuss why using rounding to the nearest hundred helps make calculating menu items priced like $5.95 easier. Allow students to grapple with and discuss this in order to develop a deeper understanding. | | | | | |
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| **Guided/Independent Practice:** Students will pair up in heterogeneous partner groups to read the Interview with Mrs. Smith with the purpose of finding the relevant information that will help them decide where the reunion should take place. Why did you choose that location (citing sources)? This should be labeled and written in complete sentences in their Math journals. How much money will the family have left for all the other requirements? Does it matter if you round the cost of the location to the nearest hundred? Should this be a consideration in your thinking? Why? | | | | | |
| **Closing/Summarizing Strategy:**  Students will share their thinking and what they have written with the class, then, after listening to their classmates, make any needed revisions to their journal entry. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have students decide whether they want family members to order box lunches. Reflect in their journal why or why not. | | | Fluent Students will read the interview to students who are not fluent. | | | Students can orally tell why, then a partner can help them with their written journal entry. |
| **Assessment(s): Teacher will read Math Journal entries.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |